



## Community Involvement Section Green & Healthy Schools Assessment

This section looks at the connections between your school and community. It includes how the students reach out into the community to learn and provide service and how community members contribute to the school. This section is mainly in the form of a rubric. **The Green & Healthy Team should investigate these topics with other teachers and administrators.** Then the Green & Healthy Team should select one of the phrases (A through D) in each of the categories below (1 through 6) that best describes your current level on Community Involvement in the questions below.

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

Conducted By:

_____	_____
_____	_____
_____	_____

### 1. Members of the Community Involved in School Activities Selection \_\_\_\_\_

Non-school community members actively help plan and implement safety, health and environmental learning projects. This brings in experience and resources for specific projects and also builds community relationships that result in long-term support for school activities.

- A. Very minimal involvement of non-school community members in school activities related to the safety, health or the environment.
- B. Some community members donate time and materials to school activities related to safety, health or the environment. Some student learning regarding safety, health or the environment involves working with community members not traditionally seen as "teachers".
- C. Community donated time and materials are measured and steadily growing. Data and/or anecdotal evidence shows shift in attitude of community members toward safety, health or environmental school activities. Some forums exist for gathering substantive input from non-school community members.
- D. One or more decision-making committees exist for safety, health or environmental projects that include community and school people. Non-school community members regularly advocate for school needs in civic forums.

## **2. Partnerships with Businesses and Local Organizations**

**Selection \_\_\_\_\_**

Businesses, government agencies, environmental/nature centers, local hospitals/clinics, other schools and other civic/community groups actively and regularly support students and teachers on safety, health or environmental learning projects. There is an emphasis on building long-term collaborative relationships.

- A. No partnerships exist with businesses or organizations. Schools and local organizations operate independently from each other on issues or projects, even if their goals and concerns overlap.
- B. Businesses or organizations enlist some classrooms to help on one or more projects. Students, teachers or administrators are exploring the possibility of establishing formal partnerships with local organizations.
- C. Businesses or organizations regularly provide support for school safety, health or environmental projects. Students, teachers and/or administrators contribute to the community-based projects of local organizations as representatives of the school.
- D. Multi-year plans and agreements exist between the school and businesses or organizations.

## **3. Students in the Community**

**Selection \_\_\_\_\_**

Students learn about their local natural and built environments through guided first-hand investigation.

- A. Students rarely use “field studies” to investigate the community environment or survey for community opinion on health, safety or environmental concerns.
- B. Some grade levels use “field studies” to investigate the community environment or survey for community opinion on its environmental concerns.
- C. Local environments outside the classroom are often used for student research and data collection. Several projects specifically study the biological, economic, historical, or cultural context of health, safety or environmental topics.
- D. Every grade level readily uses community sites and community surveys in their curriculum. Most students accurately describe the major health, safety and environmental features in their home, school, community, and region. Most students cite historical and contemporary references to help explain their own philosophy and hopes for the future.

#### 4. Service Learning Projects

Selection \_\_\_\_\_

Students meet curriculum learning goals by initiating and participating in real-life safety, health or environmental problem-solving projects that directly benefit the community outside the school.

- A. No attempt is made to implement service learning approaches.
- B. Some projects require students to apply classroom learning and knowledge in real life situations  
Some classrooms communicate and work directly with non-school community partners.
- C. A consistent attempt is made to document how community service helps students meet curriculum standards. Many students in the school are actively involved in interdisciplinary projects that emerged from community input on determining needs.
- D. Project and term assessment is routinely connected to documentation of measurable improvements to community. Students and local community members routinely work together on service learning projects.

#### 5. Partnerships within the School Building

Selection \_\_\_\_\_

Students model and practice successful school-community relations dealing with safety, health or the environment.

- A. Students practice collaboration skills by working together in small groups.
- B. Some classrooms are involved in one-on-one or small group student mentoring between grade levels or classrooms.
- C. Students give presentations to other classrooms or the whole school. Students take leadership roles and network together in school activities.
- D. Students routinely work directly with the adult decision makers in their school to implement *Green & Healthy School* initiatives.

#### 6. Celebration and Reflection

Selection \_\_\_\_\_

Regular classroom and community-wide events focus on publicly recognizing progress toward *Green & Healthy School* goals.

- A. Celebration and reflection are not built into most activities.
- B. Some mechanisms exist to capture and use feedback from students, school staff and community members about safety, health or environmental activities.
- C. Most or all projects include reflective assessment by the students regarding their own learning and sharing that learning with the larger community.
- D. Several high-profile events per year highlight student learning and provide ways for students and community members to provide meaningful input on developing or refining future projects.

- 7. What is the most unique way in which community members contribute to the school?**
  
  
  
  
  
  
  
  
  
  
- 8. What is your most unique health, safety, or environmental service learning project in the community?**
  
  
  
  
  
  
  
  
  
  
- 9. What are some barriers preventing more community involvement with the school on issues dealing with health, safety, or the environment?**